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ABSTRACT

Selected materials from two projects designed to engage college faculty and administrators in examining and addressing problems of gender bias in curricula and scholarship are presented. Following a description of the Women in the Curriculum Project (WIC) and the Leadership in Educational Equity Project (LEEP), this document presents a brief discussion of three stages of development involved in the organization of an equity leadership team. Details of a pilot project for WIC are outlined, with attention given to course evaluation/criteria development teams. Initial questions about the place of women in the curriculum and discussion questions for faculty development workshops are followed by suggested activities designed to foster institutional support and program development. Next, a working definition of a balanced course precedes a look at goals beyond the first stage of the project. The final section considers goals beyond the second stage of the project in a discussion of courses and the disciplines in terms of the scholarship, values, and perspectives of women. The document concludes with a bibliography of over 20 resources, produced between 1975 and 1982, related to the feminist transformation of the curriculum. (LH)

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UNIVERSITY OF MAINE *at Orono*

Women's Development Program

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SELECTED PROJECT MATERIALS, 1980-1983

of the

The Women in the Curriculum Program

and

The Leadership for Educational Equity Project

University of Maine at Orono

Compiled by

JoAnn M. Fritsche, Project Director

SO 015 939

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WOMEN IN THE CURRICULUM PROJECT (WIC)

The Women in the Curriculum Project is working to incorporate the research and perspectives of women into the liberal arts and professional curricula. The Committee is involved in studying the needs and aspirations of women students, making recommendations on curricular content concerning women, and considering the appropriateness of the traditional modes of delivery of educational and support services in light of the new scholarship on women.

Many UMO faculty have already participated in this effort to move toward a gender balanced curriculum by going to conferences on the new scholarship on women, by attending workshops and presentations given by curriculum consultants brought in from other universities, by attending weekly WIC luncheons, by participating in the annual Women in the Curriculum May Symposium, and by revising their own courses through pilot projects or individual initiative.

This project, initiated by the Women's Development Program in 1981, is now part of the Academic Affairs Division of UMO. For additional information contact JoAnn Fritsche, Project Director, or Mary Childers, Associate Director, Leadership in Educational Equity Project.

LEADERSHIP IN EDUCATIONAL EQUITY PROJECT (LEEP)

The Leadership in Educational Equity Project provides faculty at UMO and seven other cooperating institutions in northern New England with the technical and financial resources to incorporate the contributions and perspectives of women into academic courses and research. It also assists administrative opinion leaders at these institutions to change policies and procedures that have an inequitable and negative impact on women. The specific objectives of the Leadership Project are:

-- To contribute to the development of a campus environment which encourages openness to questions raised by the new research by and about women.

-- To assist faculty and academic administrators who wish to reassess liberal arts and/or professional curricula to determine how to ensure that the contributions, perspectives, needs, and research of women, as well as men, are truly integrated into the curriculum.

-- To help support the development of courses and a classroom climate to encourage students to contribute to a changing world in which career and personal choice is possible and respected, regardless of gender.

-- To train two to three persons at UMO and at the seven cooperating institutions to serve as leaders on their own campuses to address gender bias.

Colleges and universities participating in the Leadership in Educational Equity Project include: Dartmouth College, the University of Maine at Farmington, the University of Maine at Machias, the University of Maine at Presque Isle, the University of Southern Maine, the University of New Hampshire, and Westbrook College.

The Leadership Project, which in part supports the work of the Women in the Curriculum project, is funded by a grant from the U.S. Department of Education, Women's Educational Equity Act program. For additional information contact JoAnn Fritsche, Project Director, Mary Childers, Associate Director, or Deborah Pearlman, Associate Director for Training and Development.

LEADERSHIP IN EDUCATIONAL EQUITY PROGRAM

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324 Shibles Hall
Orono, ME 04469
(207) 581-1226 or 1227
Project Director: Dr. JoAnn Fritsche
Associate Director: Deborah Pearlman

Source of Funding: U.S. Office of Education - Women's Educational Equity Act Program

Duration: Two Years/Second Year--January 1, 1983 - December 31, 1983

The Leadership in Educational Equity Project is founded upon the premise that engaging faculty and administrators in examining and addressing problems of gender bias in curricula and scholarship can lead, over the long term, not only to some significant changes in the curriculum, but also to other improvements in the classroom and intitutional environment for women. To field test its model, the University of Maine at Orono extended project resources to seven other colleges and universities in northern New England. These resources are being used:

(1) to facilitate development of a curriculum integration pilot project at each of the seven other institutions and/or;

(2) to assess departmental and institutional dynamics to gradually encourage and assist other faculty, administrators, and staff to contribute to or otherwise support incremental changes in curricula and other selected areas of policy or institutional practice to address problems of gender bias.

A manual will describe successful approaches leading to educational equity which can be adapted or replicated in other colleges and universities.

Institutions working collaboratively with the Leadership in Educational Equity Project of the University of Maine at Orono include:

Dartmouth College (Hanover, New Hampshire)
University of Maine at:
- Farmington
- Machias
- Portland/Gorham
- Presque Isle

University of New Hampshire (Durham, New Hampshire)
Westbrook College (Portland, Maine)

LEADERSHIP IN EDUCATIONAL EQUITY*
and
WOMEN IN THE CURRICULUM**

Goals

1. To contribute to the development of a campus environment which encourages openness to questions raised by the new research by and about women.

2. To assist faculty and academic administrators who wish to reassess liberal arts and/or professional curricula to determine how to ensure that the contributions, perspectives, needs and research of women, as well as men, are truly integrated into the curriculum.

3. To help support the development of curricula which encourage students to contribute to a changing world in which career and personal choice is possible and respected, regardless of gender.

4. To help support faculty and administrative efforts to encourage and assist students to function flexibly and effectively in a rapidly changing world where the traditional models for personal autonomy, interpersonal relationships, and public connections may need to give way to new models.

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*A project of the University of Maine at Orono funded by the U.S. Department of Education Women's Educational Equity Act Program.

**A Project of the University of Maine at Orono sponsored by the Office of the Vice President of Academic Affairs.

STUDYING THE CLASSROOM CLIMATE

General Terms

Working Toward an Inclusive Curriculum:

A process for transforming academic and professional curricula so that they will become inclusive of the contributions and perspectives of women. Projects to achieve "integration" or "inclusion" seek to assist faculty to incorporate the new scholarship by and about women into course content, syllabi, and research.

Gender Bias

Behaviors which convey the assumption that the contributions, experiences, and values of men are more important than those of women.

Gender Balanced Curriculum, Inclusive Curriculum, or "Bi-focal Curriculum"

A curriculum which focuses equally on the contributions, values, and perspectives of women and men. This revised curriculum broadens students' awareness of both the private and the public world.

Educational Equity

Equity in an educational institution will be achieved when academic and professional curricula, staffing patterns, and institutional policies reflect respect for, as well as consideration of, the needs, contributions, and values of women and men.

Educational Equity Leader

A person who actively and consciously works with others in the academic community to promote sensitivity to and elimination of gender bias in curricula, research, and/or institutional policies and practices.

Developed by JoAnn Fritsche, Project Director, and Deborah Pearlman, Associate Director, Leadership in Educational Equity Project, University of Maine at Orono, Orono, Maine 04469

THE EQUITY LEADERSHIP TEAM*

An equity leadership team, like a Women in the Curriculum Project, develops over time. It goes through several stages of development. These stages include:

Stage I: Building an Equity Leadership Team

One or two faculty or administrators committed to educational equity organize an equity leadership team. The team includes feminists and non-feminists, faculty, and administrators. At least one team member should have knowledge of, and experience in using, the institution's political system for bringing about innovative change.

Once the team is established, a Women in the Curriculum pilot project is organized. (For sample activities refer to the handout "Moving Toward An Inclusive Curriculum.")

Stage II: Expanding an Equity Leadership Team

After a Women in the Curriculum Pilot Project is launched, the equity team expands its membership to broaden its base of support. The new group defines short and long term goals for the Women in the Curriculum Project. The team also examines other equity issues which affect the curriculum. These include the classroom climate, promotion and tenure criteria, staffing patterns and the availability of role models for women. The team focuses on one or two of these issues and designs a plan and timetable for addressing these issues along with integrating women's studies scholarship in the curriculum.

Stage III: Sustaining the Equity Leadership Team

To ensure that the perspectives and values of women are included in the curriculum, university policies and programs, the equity leadership team becomes a standing committee of the university or college. As a standing committee the team members find ways to ensure that their recommendations are reported to and reviewed by appropriate administrative and faculty committees for implementation. The committee is charged with overseeing educational equity for the curriculum, the classroom, and related institutional policies and programs.

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*Developed by JoAnn Fritsche and Deborah Pearlman for the Leadership in Educational Equity Project, University of Maine at Orono.

Pilot Project: Women and the Curriculum

University of Maine at Orono

The issues, questions, and scholarship that have been regarded as "women's" studies have profound implications for both scholars and students in the humanities, the social sciences, the sciences, and in professional programs. Regular academic courses and programs, not just a few "women's studies" courses, should reflect the fact that the experience, perspectives, contributions, and concerns of half the human race are now being considered by many scholars, female and male, who are examining their own disciplinary content and approaches in terms of issues raised by or about women.

A number of faculty want and need to address a number of questions about the substance and quality of the new research by scholars in their own and related fields prior to their making any decision about the extent to which incorporation of pertinent new research and new perspectives about women or female experience might be valuable for their students and appropriate for their own courses, programs, and research interests. Therefore, a small pilot project is being supported by the President and endorsed by the Vice Presidents and Deans who have responsibility for the particular areas involved in the pilot.

President Silverman, in response to a proposal from an ad hoc committee on Women and the Curriculum, designated $20,000 to be used for development and implementation of a pilot project during the Spring and Summer, 1981.

The primary components of the program are:

1. A structure to enable four faculty teams (one male and one female faculty member on each team) to develop criteria, suggested guidelines, and materials to assist faculty to infuse scholarship and materials about women and by women into regular academic courses and programs in 1) a humanities field, 2) a social science field, 3) education, and 4) a science field.

2. Two faculty seminars (March 4 and April 8, 1981). The outside consultants were asked to speak at a session open to the campus community, in addition to leading a working seminar for faculty who are interested in working on curriculum analysis and infusion.

3. A faculty colloquium - held in May, 1981. The colloquium was open to all faculty and administrators, campus wide. At the colloquium, faculty who have been involved in the pilot project, as well as an outside consultant with a national reputation, shared information, materials, questions, and perceptions with others who are concerned about quality and equity in education. (Eighty of our 500 faculty participated in the colloquium.)

4. Development of Women and the Curriculum Resource Materials Center.

The pilot project involved four faculty course evaluation/criteria development teams (one male and one female faculty member on each team in four different areas).

	Departments Involved In Initial Pilot
1. Humanities	English
2. Social Science	Sociology
3. Education	Educational Administration area
4. Science	Physics

Each faculty team worked during the Spring 1981, to plan and during the Summer to actually prepare the following:

a) analyses of the curriculum content, materials and perspectives of one or two courses; (a multi-section course, when possible)

b) written plans for infusion of recent high quality material about women and/or female experience or perspectives into one or two selected courses;

c) a manual or collection of criteria, questions and suggested guidelines for themselves and other faculty who wish to address new issues and scholarship about women or female experience and perspectives from the point of view of their own discipline.

The Women and the Curriculum Project reports to the Vice President for Academic Affairs. The project is co-directed by the Women and the Curriculum Committee Chair (a respected faculty member and department chair) and by the Committee Vice Chair (the Director of Equal Opportunity, who has feminist studies teaching and administrative experience). The Women and the Curriculum Executive Committee has 8 members (4 women, 4 men). There is also a large (58 member) group of faculty who have agreed to serve, upon request, as consultants or advisors regarding special curriculum areas, projects, or activities.

The $20,000 grant from President Silverman has been used to support 1) stipends for the faculty teams; 2) honoraria and travel expenses of guest speakers and consultants; 3) purchase of books, journals, and curriculum development packages; and 4) faculty/administrative travel to pertinent conferences and workshops.

The current Vice Chair of the Project initiated planning and development of the Project during the Fall semester, 1980, by convening a carefully selected group of faculty and administrative women - half of whom had women's studies teaching experience and most of whom are generally regard as "opinion leaders" in their department, their colleague, or in the University as a whole. The President accepted our project proposal in January, 1981. We began implementation in February, 1981. Throughout all phases of planning and development, we have endeavored to draw upon (1) the expertise of people with prior women's studies experience and (2) the credibility of faculty and administrative "opinion leaders," including those who want to be supportive, but who do not have women's studies experience.

Pilot project faculty participants will be encouraged to:

1. Evaluate texts and other course materials and delineate plans to eliminate or otherwise address the common problems of (a) ommission and (b) disparagement, diminishment, or distortion of activities, contributions, concerns, or functions of women or, in the case of biological sciences, females. (Since women have often acted, quite literally, outside of the economic, political, social, and even biological frame of reference of men, it may be necessary to raise questions about the definitions, conceptual frameworks, and values considered standard in the discipline.)

2. Develop new teaching or scholarly methods and/or new materials or perspectives after asking questions about the content of a course or text. (The absence of women may be an indication that women were not engaged in the activities highly valued by males; it could be an indication also that scholars in the discipline have set a higher value on male than on female contributions, activities, or functions.)

3. Examine and evaluate in terms of the faculty member's discipline research by male and female scholars who have addressed "feminist" issues.

4. Develop instructional or research projects to address possible inaccuracies or questionable interpretations that appear to be gender-related. (For example, has a social movement, genre, phenomenon, or group dominated by females been disparaged by traditional scholars? Perhaps that movement, genre, or whatever should be reevaluated.)

For more information, contact:

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SOME INITIAL QUESTIONS ABOUT THE PLACE OF WOMEN IN THE CURRICULUM

Assumptions about gender are explicit or implicit in many of the texts and topics we assign students. Learning to ask questions about these assumptions and their implications requires commitment to a program of study that continually generates new questions. Some of the questions we might ask are:

1. Is the knowledge that we teach equally thorough about and descriptive of the history, culture, expectations, and experiences of women and men?

2. Has the body of knowledge we teach been developed and practiced primarily by men? If so, what scholarship and perspectives of women should we begin to incorporate in this specific course so that female as well as male students can approach the material confidently, appreciatively and critically?

3. Has the historical exclusion of women and the research, contributions and perspectives of women limited the questions asked in our disciplines?

4. Do male and female students seem to bring different skills and attitudes into the classroom in this course?

5. Has my discipline been a source of justification for excluding women from participation in the public world by claims that they are physically, morally, or emotionally inferior to men? Has it contributed to arguments that women are uniquely suited for nurturing adults and children in the home?

6. Has my discipline been changed by the participation of women and men who have expanded our theoretical views of the contributions, capabilities and/or similarities of women and men?

Developed by JoAnn M. Fritsche and Deborah Pearlman, University of Maine at Orono.

DISCUSSION QUESTIONS FOR A FACULTY DEVELOPMENT WORKSHOP

1. How does verbal communication affect the climate in the classroom?

2. Does nonverbal communication affect the classroom climate? How?

3. Is language sex biased because of sex role stereotyping in society or is society sexist because language is sex biased?

4. Is equity an issue in classrooms that are either all female or all male?

5. Are college courses more important for the careers of women or men?

6. What are specific examples of a gender biased perspective in course content that are expressed in the conventional curriculum?

7. What are some relatively simple, but effective ways to represent women's perspectives in the current curriculum?

8. What specific women's studies courses might be introduced to an existing curriculum?

9. Where is the most promising place to begin "integrating" the curriculum?

10. What steps are involved in designing and teaching a gender balanced course?

Moving Toward An "Inclusive Curriculum":
Suggested Activities to Foster Institutional Support
and Program Development

Category I: To Begin To Inspire and Encourage Relatively Large Numbers of Faculty, Administrators, Staff and Students.

Speeches and faculty seminars by one-three feminist scholars distinguished for their work in women's studies teaching/scholarship and respected also by traditional academic scholars.

Symposia, including distinguished feminist scholars from "outside" the institution plus faculty who can make presentations about their own relevant work.

Lecture series around a theme that permits cross-disciplinary exploration of research by and about the contributions, needs, and perspectives of women.

Category II: To Promote Breadth of Discussion and Thought and To Foster Collegial Exchanges of Information, Ideas, and Support.

Hold weekly or monthly "sandwich seminars." (Suggestions: discuss an article from a feminist scholarly publication or listen to a faculty/staff member discuss efforts to move toward an inclusive curriculum.)

Chief academic officer or project coordinator invite (expect) a brief report or presentation to colleagues at a colloquium or symposium from faculty funded to develop projects (see Category IV).

Category III: Essential Support Activities to Ensure Quality.

Staff member, committee member, or faculty colleague assist a colleague less knowledgeable about women's studies scholarship to develop a selected bibliography for summer study and course change.

Staff member, committee member, or faculty colleague sends a feminist studies article to a faculty member not knowledgeable about women's studies scholarship and asks the person whether s/he thinks the article has substance and value.

If no one at the institution has women's studies knowledge in a particular academic or professional field, provide the names of feminist scholars outside the institution. Designate funds for a computer search and for telephone calls to and correspondence with resource people.

Category IV: To Develop More Faculty Understanding and Begin To Facilitate Course Change.

Select and invite a small number of individual faculty (or female/male faculty teams) to apply for small stipends for curriculum development. (Suggestions: read a few articles and/or books on scholarship by and about women, begin to integrate this information into part of a course, present a report of this work in writing to the advisory committee and orally to faculty colleagues.) Provide essential support as suggested in Category III.

Request Proposals within an established funding range for study and course change or development related to project goals. (Define criteria and expectations and provide support, as suggested in Category III.)

Request Proposals for research related to the educational and professional needs of women students. Provide essential support as suggested in Category III.

Category V: To Foster Administrative Understanding, Support, and Involvement.

Keep chief academic officer, chief executive officer, deans, department chairs, and key faculty committees aware of major activities planned and sponsored by the project.

Informally (orally) and also in writing invite the suggestions, advice and evaluations of the chief academic officer, chief executive officer, deans, department chairs, influential faculty and influential faculty committees. Acknowledge their suggestions and support in public, as well as in private, especially if you have adopted or adapted their suggestion.

Make visible the support and/or cooperation of key administrators and respected, influential faculty. Invite them to introduce a speaker or a program, sign letters inviting faculty to attend a program, etc.

Category VI: To Ensure Or Begin to Build Library Resources of High Quality.

Review library and resource materials and if holdings are inadequate, purchase feminist studies journals of high quality as well as book-length publications of scholarship by and about women.

Category VII: To Assess Effectiveness of Program Activities.

Plan for evaluation of both individual, funded faculty projects and the project as a whole. (Since faculty tend to be initially threatened by requests for syllabi, reading lists, etc., staff and/or committee members should regard and present their role as supportive and collegial. Committee members might wish to share their own syllabi and syllabi from other projects to give examples of the sorts of changes that be expected and achieved over time. Staff and/or committee members can challenge and encourage colleagues by acknowledging that this work is new to most of us and it is a delight to begin to work together to develop courses that are academically excellent and also inclusive of the scholarship, values, and perspectives of both women and men.)

This activities list was prepared by Dr. JoAnn Fritsche, Director, Leadership in Educational Equity Project, University of Maine at Orono, Orono, Maine 04469.

Mary Childers

Working Definition of a Balanced Course

> "What we call civilization has been built by men and women. Women have, throughout historical time, been excluded from the creation of symbol systems, while all the time they have been sharing, with men, the work of the world and the building of civilization. The causes of this inequality are ancient, complex, and historically determined. The various factors that thousands of years ago made such a sexual division of labor necessary, have long been superseded. Women, as well as educated men, are challenging the one-sided view of life and the world which our androcentric civilization offers us as absolute truth. We are saying that our side of the truth has not been told and now must be seen."
>
> Gerda Lerner

Generally speaking, a gender balanced course includes consistent and informed attention to the existence, contributions and world-views of women. This is very difficult to achieve. In fact, many people have found that they need to immerse themselves in women's studies first. Without knowledge of the interdisciplinary base and the range and depth of women's studies, one cannot sense, viscerally and intellectually, how unbalanced the present curriculum is.

The disciplines in which we work and the materials we use already have been shaped by the assumption that one of the major differences between the sexes is that the experiences and cultures of men are more worthy of study. Therefore, a well-integrated perspective on the blatant and subtle manifestations of this assumption is a necessary component of a gender balanced course.

The identification of bias is the first step toward analyzing the multiple implications of the fact that for a long time women were excluded from participation in the creation of formal knowledge and, in many disciplines, from consideration as subjects of knowledge. This first step must be followed by information that replaces stereotypes about women with images of their diversity. Such information necessarily includes evidence that women have affected public life more than has been acknowledged. The suffrage movement, for example, was not only a significant form of political action but also a cultural force that was responded to in literature and the social sciences.

However, a balanced course does more than explain dominant male attitudes toward women and show women acting in the world of men. It also acknowledges in a positive way the experiences and culture of women who have not participated directly in the public world as it is presently defined. The terminology and the topics we study have to be expanded to give appropriate emphasis to those approaches and categories that are defined from the perspective of the majority of women in a civilization in which sex-role socialization is a crucial project. The consensus of academic men about what is valuable, interesting and pleasing has to be supplemented and revised by the consensus of women. Female articulations of value systems, for instance, can only be acknowledged as significant cultural events from which students can learn if we suspend philosophical and humanist criteria established by men.

The historian Carolyn Lougee has recommended that we replace a male centered curriculum with a bi-focal or bi-nocular curriculum. If we give as much attention to how the world looks through the eyes of women as we have to what men see when they look into the eyes of women, we may see a larger picture and achieve greater impartiality. A balanced course is shaped by the vision of women and men in the same multi-dimensional world.

Women in the Curriculum:
Thinking Beyond the Second Stage

I. Women in the Curriculum Project (University of Maine at Orono)

A. Objectives

1. Short-term Objective: To assist faculty who wish to reconstruct their own courses in order to ensure that the scholarship, values, and perspectives of women as well as men are integral to their courses.

2. Long-term Objective: To help the University of Maine at Orono as a whole move toward a curriculum which is "bi-focal" (i.e. a curriculum which focuses no less upon the contributions, perspectives, values and needs of women than upon those of men from western and non-western, industrialized and less industrialized counties.

NOTE: The Women in the Curriculum Project is concerned not just about equity, but about truth and academic integrity.

Florence Howe has noted that the traditional curriculum is "untrue" because it often distorts - or fails to communicate at all about - the scholarship, perspectives and values of one-half of the human race.

Peggy McIntosh as well as others have pointed out that we cannot prepare either male or female students for a rapidly changing world unless we begin to question curricula and academic disciplines which ignore the needs, demands, experience, perspectives and values of women and men of color from both industrialized and developing nations and from both western and non-western cultures.

II. Overview of the Project's Development

A. Pilot Project Development Stage (October 1980-1981)

B. Stage II of Project (November, 1981 and continuing)

Faculty from all colleges and departments at the University of Maine at Orono have been and will continue to be invited to participate in seminars and symposia and also to submit proposals for some depth of study and course reconstruction.

NOTE: Faculty, administrators and staff have been and will continue to be encouraged to engage in active and continuing dialogue about and evaluation of the scholarship of women from the perspective of their disciplines and also from interdisciplinary perspectives.

C. Thinking Beyond Stage II: What else do we need to do?

1. Reconsider the perspectives, values, contributions and needs of women in the light of new scholarship of women from an interdisciplinary point of view.

2. Begin to reconstruct curricula within an interdisciplinary framework.

WOMEN IN THE CURRICULUM PROJECT
UNIVERSITY OF MAINE AT ORONO

Thinking About Courses and About the Disciplines in Terms of The Scholarship, Values, and Perspectives of Women

As we attempt to move beyond the "second stage" in the Women in the Curriculum Project, it is important to think (1) in terms of one's own discipline and (2) in multi-disciplinary terms.

I. Thinking about one's own discipline in terms of stages of awareness of the scholarship of women

Dr. Peggy McIntosh has defined 5 stages of awareness by individuals and the disciplines:

Stage 1: Women's contributions, experience and scholarship are not perceived and are not included.

Stage 2: Only those exceptional women who achieved in ways similar to achieving men are recognized (e.g., Indira Gandhi or Margaret Thatcher or Queen Elizabeth II).

Stage 3: At this stage of awareness and inclusion, women are perceived as a special interest group or a "problem" to be reconciled with male norms, cultures, and politics. (Women's concerns are not yet regarded as half the human experience.)

Stage 4: At stage 4 the discipline and/or the individual defines, names, and legitimates the experiences and priorities of women. The concerns of common women are perceived as authentic and as worthy of academic study and recognition.

Stage 5: This is a proposed academic future when all courses and programs will be transformed by the impact of scholarship, perspectives and values of women. The boundaries, paradigms, definitions and dichotomies of each discipline will be reshaped to include women's historical experiences and feminist views. Truly integrating women's studies content and perspectives into any discipline would eventually transform discourse in that discipline.[1]

II. Psycho-Social Critique of the Curriculum

What is it like to be a woman experiencing and studying this curriculum? (Suggestion of Dr. Karen Mazza, University of New Hampshire)

III. Critique to assess what sorts of assumptions or biases may pervade the course or curriculum:

How can the course or program of study be constructed so alternative views of gender, race, class, significant action, and significant principles are presented? (Suggestion of Dr. Karen Mazza, University of New Hampshire).

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[1] Peggy Mcintosh, in "Women's Studies and Political Science," Comment, vol. 14, #1 (May, 1983), p. 6.

IV. How is Knowledge Transmitted to Students?

Do we encourage students just to receive a body of knowledge? or do we encourage students to critique the assumptions of that body of knowledge? What is presented? What is not presented as significant?

V. Some Theoretical Approaches: Multi-Disciplinary Perspectives

Dr. Bari Watkins of Northwestern University has suggested that the following three theoretical approaches (each of which is quite different in central assumption and emphasis) can suggest ways to begin to think about new scholarship of women[2] from a multi-disciplinary perspective.

1. Theoretical Approach 1: Studies of Family and Studies of Work.

Studies of families are usually conducted by sociologists and anthropologists; studies of work tend to be conducted by people in economics or business. Hence, the connections between work and family structures tend not to be addressed. Focusing upon the research, values, and experience of women can help both male and female scholars to recognize that fragmentation by traditional disciplines severely limits what is investigated and what is learned about both men and women and about both family and work structures.

See also: Michelle Rosaldo's introductory essay in Woman, Culture and Society, (Stanford University Press, 1974).

See also: Studies by such scholars as Sherry Ortner, Nancy Cott, Carol Gilligan, and Nancy Chodorow.

2. Theoretical Approach 2: Socialist Feminist Theory

In Socialist Feminist Theory, power is a central concern, and the links between capitalism and patriarchy are emphasized.

(See, for example, work by Eisenstein and Catherine MacKinnon.)

3. Theoretical Approach 3: Women's Culture and the Discourse of Sexuality

a. American School - The theoretical framework tends to be derived from lesbian feminist analyses and critiques of patriarchy. (See, for example, Adrienne Rich's essays on "Compulsory Heterosexuality" and "The Woman-Centered University"; Audre Lorde's The Uses of the Erotic; and Lillian Faderman's Surpassing the Love of Men. Such theoreticians assume that woman-identification involves woman-bonding and also celebration of women's history, strength and culture; Rich communicates that it may - but need not - involve lesbian sexual preference.

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[2] This is J. Fritsche's summary of three theoretical frameworks which Dr. Watkins discussed in an unpublished paper presented at the conference of the National Women's Studies Association, Ohio State University, Columbus, Ohio, June 30, 1983.

b. **French School of Criticism** - French feminism is more theoretical, abstract and philosophical than American feminism. For this reason, many American feminists feel that the French School offers little of relevance to our more pragmatic struggles for the ERA, control of our bodies, etc. French feminism has much to offer us about how we think; whereas, we Americans tend to be concerned primarily with immediate, often short-term, action. See works by Monique Wittig; see alse New French Feminisms.

NOTE WELL: Margo Cully of the University of Massachusetts and Johnella Butler of Smith College have emphasized that the research, perspectives, and values of women of other cultures, races, and nations should be infused, regardless of the disciplinary or multi-disciplinary theoretical perspective one is taking.

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[1] Developed by the staff of the Leadership in Educational Equity Project, University of Maine at Orono, 1982.

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